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ABSTRACT

For the project year 1985-86, Idaho's allocation of federal funds for Chapter 1 was $9,256,844. This amount was distributed utilizing Southwestern American Indian myths, legends, history, and remedial instructional programs that would benefit educationally deprived students in the basic skill areas of reading, mathematics, and language arts. Services were offered in 353 of the 375 eligible buildings within these districts. A cost analysis of project expenditures indicated that 85% of program monies supported direct instructional services in the form of total unduplicated number of participants in Chapter 1 programs in public and non-public schools was 16,829. The majority of services were at the elementary level. The achievement scores reported for participants in each program component reflected a receive Chapter 1 instruction. Chapter 1 components for 1985-86 were: (1) summer tutoring serving 1,059 students; (2) migrant education programs for 2,567 students; (3) programs for 107 institutionalized neglected or delinquent children; and (4) programs to meet the special education needs of 343 handicapped children. (JHZ)

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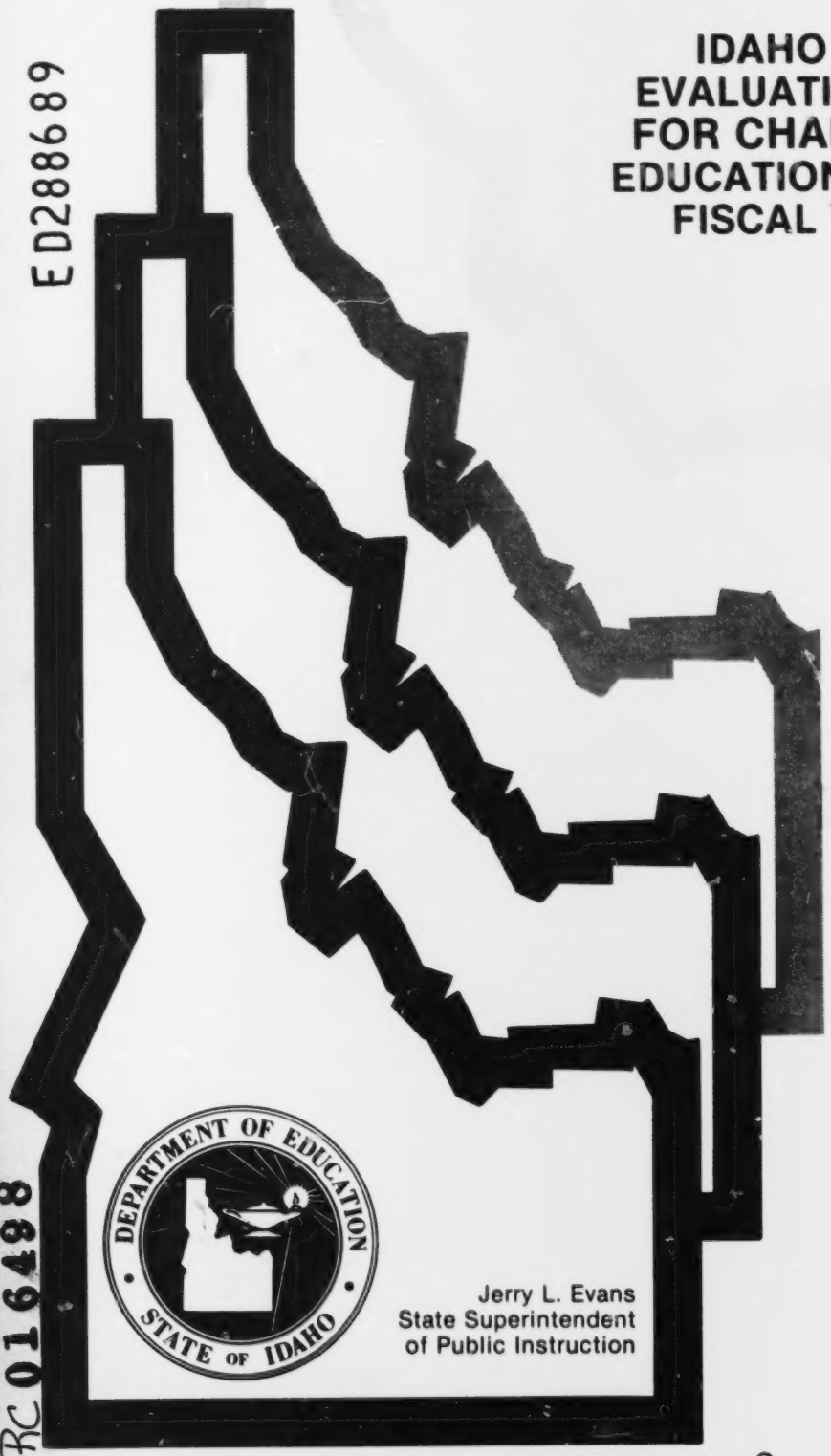
IDAHO ANNUAL EVALUATION REPORT FOR CHAPTER I ECIA EDUCATION PROGRAMS FISCAL YEAR 1986



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Public Law 97-35
Chapter I ECIA
Migrant Education
Neglected or Delinquent
Handicapped P.L. 89-313

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INTRODUCTION

The administration of Chapter I programs in the State of Idaho is the responsibility of the Office of Compensatory Education, Division of State-Federal Programs. The Idaho Department of Education is required to demonstrate the effectiveness of these programs through the preparation of a report evaluating the results of programs supported during the previous year.

The desire for evaluative information has increased as the public has increased its demand for accountability from the educational process. The evaluation system first created for Chapter I when it was Title I ESEA has had a great impact on the development and use of evaluation techniques in the field of education.

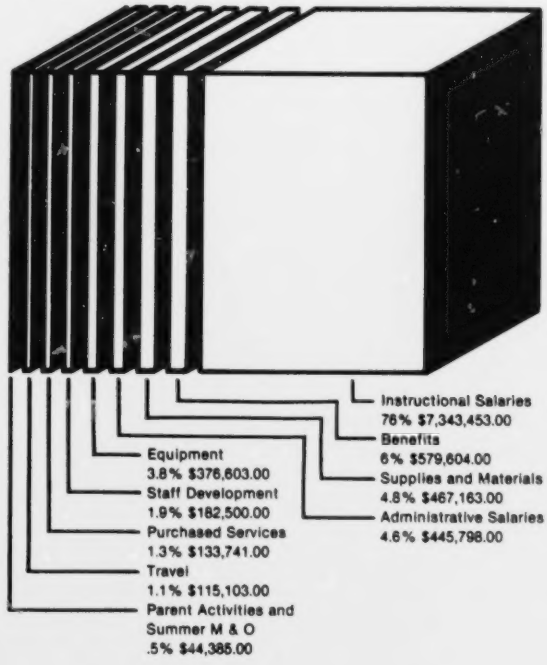
Models for evaluation emphasize the importance of stated goals and objectives so that progress can be measured. The goal of Chapter I programs is to equalize educational opportunity for groups and individuals who are educationally disadvantaged because of socioeconomic, cultural, physical, or mental handicapping conditions.

Evaluation Report
Chapter I ECIA
Project Year 1985-86

The purpose of Chapter I is to provide supplemental instruction to educationally deprived students in the basic skill areas of reading, mathematics and language arts. The goal is to raise the student's level of achievement and therefore eliminate the need for continuing compensatory education.

The state allocation of federal funds for the project year 1985-86 was $9,256,844. This amount was distributed to 111 districts who were then responsible to operate remedial instructional programs under the established policies and guidelines. Services were offered in 353 of the 375 eligible buildings within these districts. A cost analysis of project expenditures indicates that 85% of program monies supported direct instructional services in the form of instructional salaries, materials, supplies, and equipment.

Chapter I Cost Analysis



STUDENTS SERVED

Students are screened to determine those most in need of Chapter I services. Baseline data such as test results, classroom achievement, functional level and age-grade comparisons are collected on each student through a cooperative effort involving classroom teachers, Chapter I staff, special services staff and administrators.

The average pretest scores for students with pre- and posttest scores served in the 1985-86 project year are presented in the following table as both normal curve equivalents (NCE) and precentiles. NCE s are used in the collection of test data by the State due to the equal interval scale which allows for aggregation across projects and grade levels.

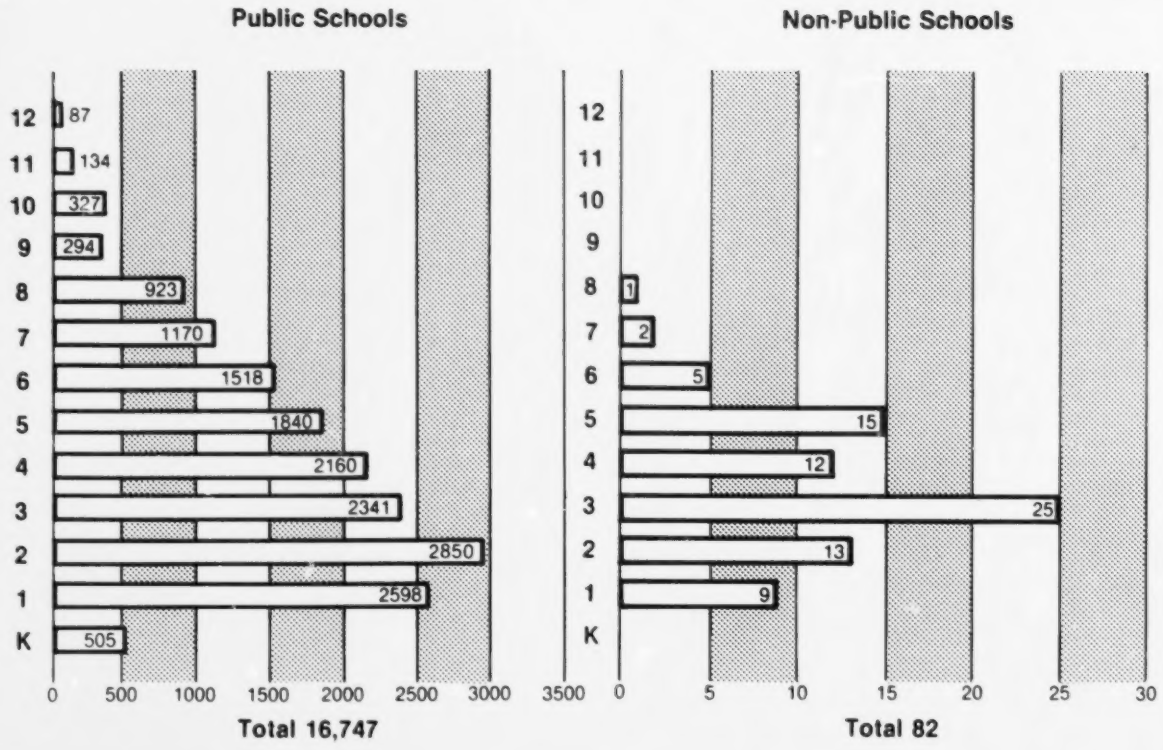
Percentiles are included as they are more widely understood. Statewide, the average percentile rank of Chapter I students was 21. Therefore, of the students tested nationally, 79% scored higher than the students served in Idaho by Chapter I.

Pretest Scores

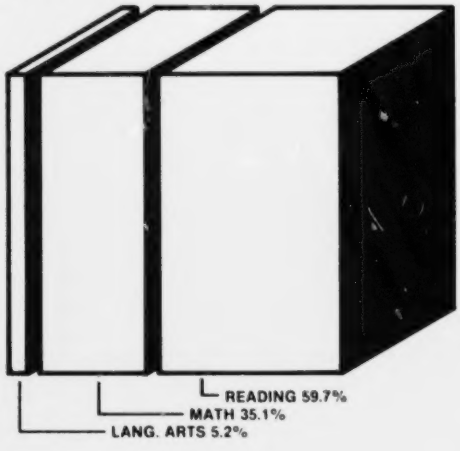
Subject	Test Cycle	NCE	National Percentile	Number of Cases
Reading	Fall-Spring	34.1	23	5,735
Reading	Spring-Spring	34.4	23	1,829
Math	Fall-Spring	31.5	19	3,400
Math	Spring-Spring	33.5	22	1,179
Language Arts	Fall-Spring	32.5	20	616
Language Arts	Spring-Spring	33.8	22	155

The total unduplicated number of participants in Chapter I programs in public and non-public schools was 16,829. Note that the majority of services are at the elementary level and more 2nd grade students participated than from any other grade. Research supports this early intervention due to the relative ease of remediation and resulting probability of success.

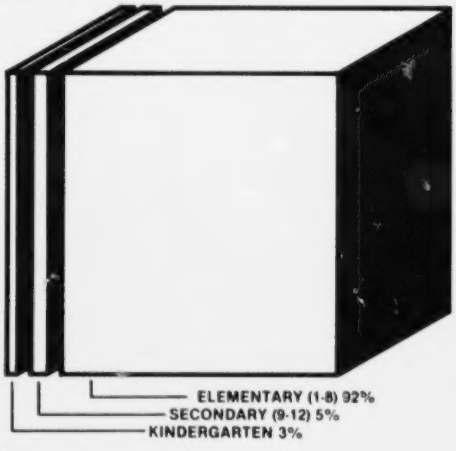
Participants by Grade Level



Participants by Subject Area

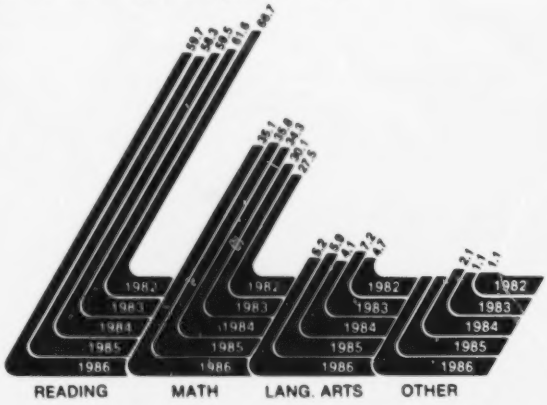


Participants by School Program



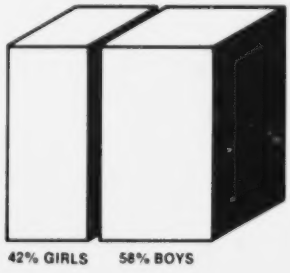
The total duplicated count of services to students in public and non-public schools was 19,882. A breakdown of services to students over the last five years shows that there has been an increase in math instruction and a corresponding decrease in reading instruction. It appears that the emphasis placed on the importance of math skills in relation to technological advances nationally has had an impact on Chapter I services.

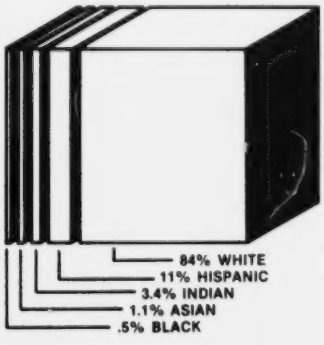
Services by Subject Area



Student characteristics of those served are illustrated in the following tables:

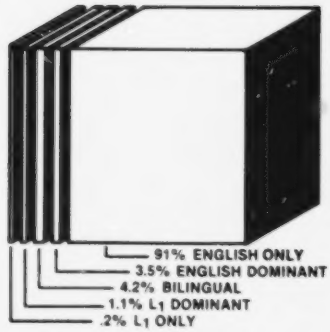
Services by Gender





Services by Ethnicity

Services by LAU Category



PROGRAM CHARACTERISTICS

Chapter I instruction is designed to meet the specific needs of Chapter I students. Individual diagnosis and prescription allows teachers to design curriculum to insure student success. The instructional programs averaged 34 weeks in duration with 75% of the students attending between 32 and 36 weeks.

By far the majority of students, 77% of those served, received instruction outside of the regular classroom in pull-out programs held in special Chapter I resource rooms. The number of students served within the regular classroom by Chapter I teachers and aides is increasing and now represents 17% of the total. Students served in more than one setting or with the addition of computer assisted instruction in a lab design is 6% of all Chapter I students. In all situations the instruction was by staff trained to give remedial instruction in reading, mathematics, and language arts.

In many instances the instruction was provided on a one-to-one basis. Small groups with a student to teacher ratio up to 5:1 was the instructional mode for 78% of the students in reading and language arts and for 68% of the students in math.

The number of hours per week of instruction varies according to grade level and subject area. Generally, elementary programs offer 2.5 hours of instruction per week. This is the treatment period for 45% of the students served in reading, 34% of those in language arts and 15% of those in math programs. The secondary programs are longer, averaging four hours of instruction per week.

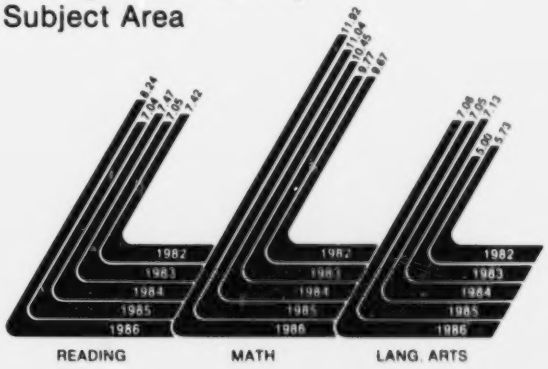
PROGRAM EFFECTIVENESS

The achievement scores reported for participants in each program component reflect a significant gain. This is measured by a comparison to students who do not receive Chapter I instruction. For example, a group of non-Chapter I students who scored at the 40th NCE at the beginning of the year is expected to maintain the same relative standing throughout the year.

Any change in the NCE ranking of a group of Chapter I students from the pretest to the posttest is attributed to Chapter I instruction. Thus, if a Chapter I student scored at the 34th NCE on the pretest and at the 41st NCE on the posttest, the gain of 7 NCE s is a measure of the impact of Chapter I instruction.

The following graph shows gains for the past five years by subject area. Note that the gains made in each area have steadily increased and that due to the size of the population the gain is statistically significant.

Average NCE Gain by Subject Area



PROGRAM STAFF

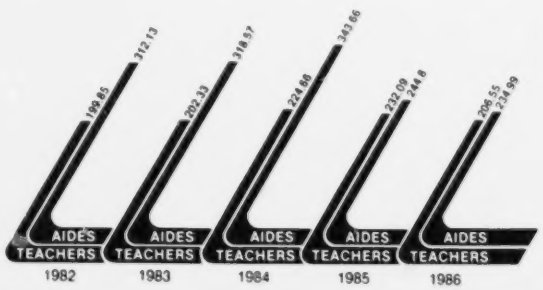
The staffing in the district programs to provide services to students was as follows:

Regular Term Staff

Administrators	74
Teachers	266
Teacher Aides	272
Tutors	182
Curriculum Specialists	9
Support	5
Clerical	31

The following graph shows the instructional staff trend over the past five years. As illustrated, the number of certified teachers employed in the program was increasing and the number of aides decreasing in the first four years charted. Both counts dropped in FY 1986 due to the reduction in funding of the Chapter I program nationally.

Instructional Staff Trend



Training was provided for a number of Chapter I staff and parents. There is a continued effort to involve Chapter I parents in the planning, implementation and results of the instructional program received by their children. As noted, more parents were involved in training sessions statewide than any program staff group.

Training Participants

Administrators	74
Teachers	277
Teacher Aides	216
Tutors	156
Curriculum Specialists	4
Parents	363

CHAPTER I SUMMER PROGRAM

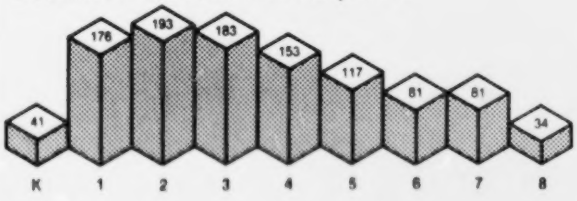
Several districts in Idaho operated summer tutoring programs which offered instruction in the basic skill areas of reading and math. Of the seventeen (17) districts reporting, the majority instructed students from 1 to 4 hours per day. The students were taught either one-on-one by the teacher or in small homogeneous groups. A few of the programs included a component of computer assisted instruction for participating students. The staffing in these seventeen district programs was as follows:

Summer Term Staff

Administrators	12
Teachers	63
Teacher Aides	24
Tutors	5
Curriculum Specialists	1
Clerical	3

The projects served 1,059 students who were in grades Kindergarten to 8th grade in the school year just completed. As in the regular term, the group with the most participants was 2nd grade.

Summer School Participants



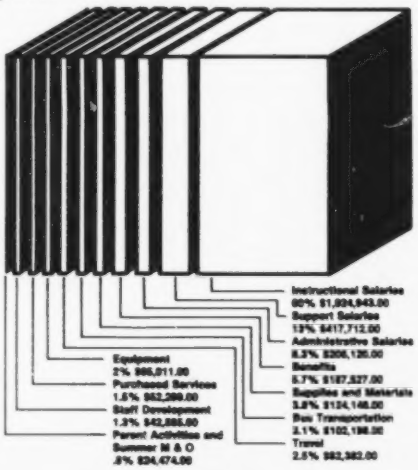
Evaluation Report
Chapter I Migrant Education
Project Year 1985-86

The purpose of Chapter I Migrant Education is to provide supplemental instruction and support services to meet the special educational needs of children of migrant farmworkers. Supplemental instruction is provided in the basic skill areas of language, reading, and mathematics. Support services may be provided in the areas of attendance, health, dental, nutrition, and transportation. These services occur when intervention is necessary to the successful completion of educational goals. The objective is to raise the student's ability to function in English and the level of achievement in the classroom, thereby eliminating the need for continuing compensatory education.

The state allocation of federal funds for the project year 1985-86 was $3,660,208.00. This amount was distributed to thirty-six (36) school districts who were then responsible to operate remedial instructional and support programs under the established policies and guidelines. Services were offered to all eligible migrant students within these districts and educational programs were operated in 158 buildings.

A cost analysis of project expenditures indicates 69% of program monies supported direct instructional programs in the form of instructional salaries, materials, supplies, equipment, and pupil transportation. The Migrant Education Program is required by law to identify and certify the eligibility of each student served. This effort is represented in the chart as support salaries plus a portion of the benefits and travel budgets. This totals more than 15% of project expenditures.

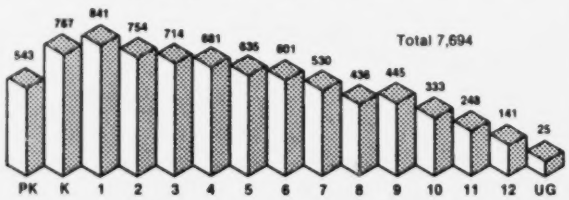
Chapter I Migrant Cost Analysis



STUDENTS SERVED

Students are initially served through the enrollment process of entering individual data into the Migrant Student Record Transfer System. This data is then transferred across the nation as students move from one school district to another. Regular term enrollment figures shown below were obtained directly from MSRTS through the analysis of a data tape. The total unduplicated number of students enrolled in the regular term was 7,694.

Enrollment by Grade Level



Supplemental instruction is provided to eligible students on the basis of need as determined by assessment, classroom achievement, functional level and age-grade comparisons. Classroom teachers refer students in need of services and work closely with the

migrant staff in determining instructional objectives to insure the coordination of curriculum.

The average pretest scores for students with pre- and posttest scores served in the 1985-86 project year are presented in the following table as both normal curve equivalents (NCE) and percentiles. NCE s are used in the collection of test data by the State due to the equal interval scale which allows for aggregation across projects and grade levels. Percentiles are included as they are more widely understood.

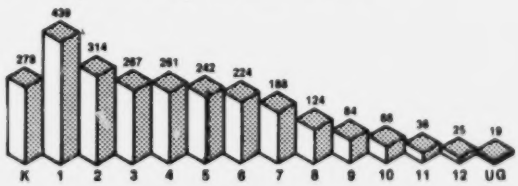
Statewide the number of students receiving instruction in reading, math, and language arts with pre-and posttest scores was approximately 30% of the total. The average pretest NCE s in the following table, therefore, are representative of the more stable settled-out migrant students. Currently migrant students who have the most difficulty in achieving success in the classroom are not included as they are not available for both pre- and posttesting on the norm dates.

Pretest Scores

Subject	Test Cycle	NCE	National Percentile	Number of Cases
Reading	Fall-Spring	30.6	18	235
Reading	Spring-Spring	39.7	31	285
Math	Fall-Spring	31.8	19	116
Math	Spring-Spring	42.2	36	179
Language Arts	Fall-Spring	31.7	19	37
Language Arts	Spring-Spring	40.1	32	100

The total unduplicated number of participants in the regular term instructional programs was 2,567. The majority of services are at the elementary level and more 1st grade students participate than from any other grade. Early intervention is especially important with the special population in the migrant program. Deficiencies are easier to remediate at this level and this results in a higher probability of success and more children going back into the regular instructional program.

Participants by Grade Level



Participants by Subject Area

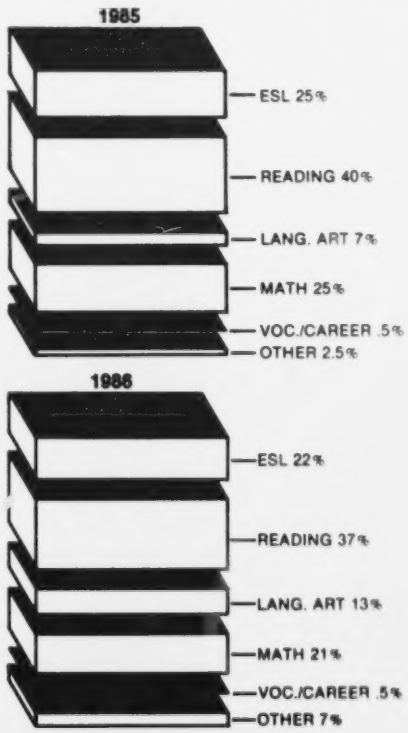
ESL	21%
Reading	36%
Language Arts	13%
Math	22%
Vocational/Careers	1%
Other	7%

Participants by School Program

Elementary (1-8)	80%
Secondary (9-12)	8%
Kindergarten	11%
Ungraded	1%

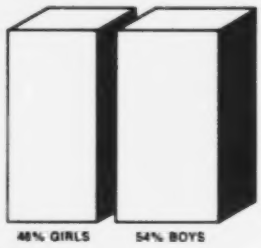
The total duplicated count of instructional services to students in the regular term was 5,015. A breakdown of services to students over the last two years shows that there is an increase in instruction in language arts and other content areas such as science, social studies, and humanities.

Services by Subject Area

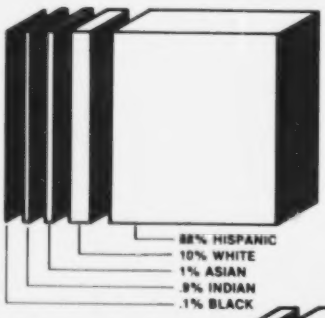


Student characteristics of those served are illustrated in the following tables:

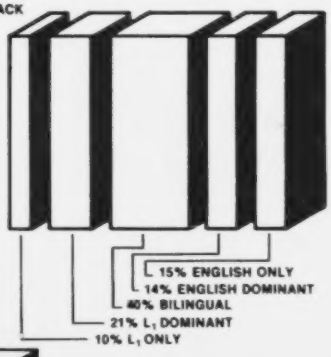
Services by Gender



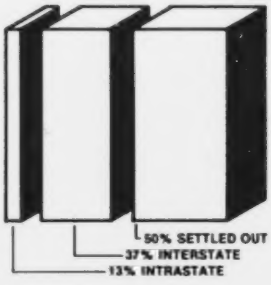
Services by Ethnicity



Services by LAU Category



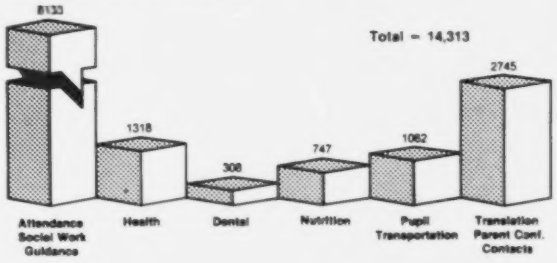
Services by Migrant Status



PROGRAM CHARACTERISTICS

Support services are provided through a network of district, community, and program staff in order to determine the best approach in each individual case. More services are provided in attendance and guidance than any other support area. The following graph shows a duplicated count of support services given to program participants by service area.

Support Services



The priority of the instructional program is English instruction to students of limited English proficiency and all language deficient migrant students. The other major areas of instruction include reading, math, and language arts. Individual diagnosis and prescription results in objectives designed to insure student success. Due to the high rate of migrancy among this special population, the number of weeks students were served varied from 4 weeks for 14% of the students served to 32 weeks for 45% of the students served.

In most cases the students received supplemental instruction in a migrant resource room. These programs are termed pull-out programs because they occur outside of the regular classroom. In all settings the instruction is by staff trained to address the specific needs of migrant students.

Often when a child enters school speaking no English, a program of language instruction is set up on a one-to-one basis for as long as is necessary to make the student functional in English. Student-to-teacher ratios in all programs vary from 1:1 to 5:1. This ratio facilitates the learning of the child and enables him to master basic academic skills appropriate to his age, grade level, and individual abilities.

The length of the instructional period varies by grade level and subject area. In English as a second language, 56% of the students received an average of 2.5 hours of instruction per week while another 14% were instructed for 5 hours per week. In reading and language arts, 52% of the students received 2.5 hours per week of instruction and in math 34% received this type of intervention.

PROGRAM EFFECTIVENESS

Most of the achievement scores reported for participants in each program component reflect significant gains. The results for English as a second language are an averaging of raw scores obtained on a language proficiency test. The results in reading, math, and language arts are expressed in normal curve equivalents (NCE s).

Gains in nationally tested basic skills areas are measured by a comparison to students who do not receive instruction from special programs. However, this group, due to the nature of testing, does not generally include the migrant population. Therefore, this type of evaluation of program effectiveness must be analyzed with these caveats in mind.

The expected outcome for students who do not receive supplemental instruction is a zero NCE gain. This reflects the maintenance of the same relative standing throughout the year. Any change in the NCE ranking of a group of migrant students from pretest to posttest is attributed to Chapter I Migrant instruction. Thus, if a migrant student scored at the 32nd NCE on the pretest and at the 38th NCE on the posttest, the gain of 6 NCE's is one measure of the impact of migrant instruction.

In the following graph, data is included only for the levels with enough students (represented by cases) to be statistically significant. Note that the mean gains by subject area range from 1.70 in math to 4.64 in language arts. These overall results reflect significant gains in each program area.

Average NCE Gain by Subject Area

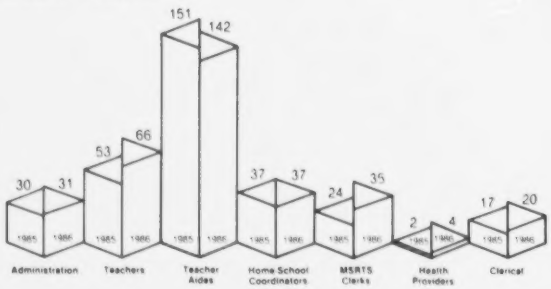
Subject	Test Cycle	Mean NCE Gain	Number of Cases
ESL*		15.18	212
	Fall-Spring	16.78	183
	Spring-Spring	5.08	29
Reading		2.79	520
	Fall-Spring	7.53	235
	Spring-Spring	-1.12	285
Math		1.70	295
	Fall-Spring	9.40	116
	Spring-Spring	-3.29	179
Language Arts		4.64	137
	Fall-Spring	1.09	37
	Spring-Spring	5.95	100

*ESL: Scores are raw rather than NCE s

PROGRAM STAFF

Program staff employed by local school districts to provide instructional and support services are classified in seven areas. The following graph shows the staff trend over the last two years. As illustrated, the number of certified teachers employed in the program has increased and the number of aides has decreased.

Staff Trend



Supportive assistance is given to each migrant project through a Migrant Education Resource Center. Technical assistance, inservice workshops, instructional materials, and production items are all provided through the staff of the two centers.

Resource Center Services

Technical Assistance by Area	Number of Contacts
Curriculum/Testing	636
MSRTS	1,135
Production	163
Computer Support	181
Other	109

Inservice Workshops	Number of Participants
Home-School Coordinators/MSRTS CLERKS	245
Resource Teachers/Aides	365
Parents	135
Summer School Personnel	91

Instructional Materials	Number
Curriculum Library Requests	3,875
Traveling Library Circulation	3,135

Production Items	Number
Requests	394
Copies or Pieces Produced	405,992

MIGRANT SUMMER PROGRAM

Summer school programs are operated in twenty-four (24) districts. The emphasis for all summer programs is reading and mathematics. All students receive instruction in each of these three disciplines for approximately one hour per day. Programs are planned to allow students more direct contact with the teacher through success-oriented individualized or small group instruction.

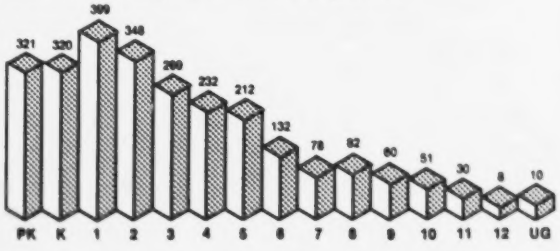
Evening programs are designed for migrant secondary students who are unable to attend day programs due to employment. These programs are operated in Nampa, Cassia, and Glenns Ferry school districts and serve students from a total of twelve districts. All three programs grant official school credit in courses designed to meet graduation requirements such as; English, Mathematics, Algebra, History, Government, and Biology.

Summer Term Staff

Administrators	24
Elementary Teachers	144
Secondary Teachers	35
Teacher Aides	118
Home-School Coordinators	24
MSRTS Clerks	18
Health Providers	9
Clerical Personnel	13

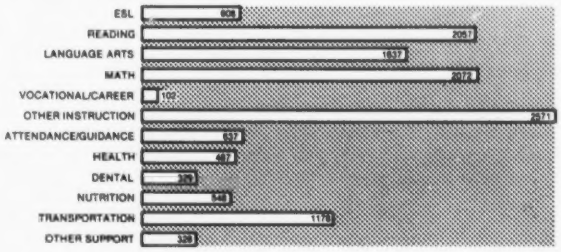
The projects served 2,552 students who were from pre-school age through the 12th grade. As in the regular term, the group with the most participants was 1st grade.

Summer School Participants



The total duplicated count of services to summer school students was 12,552. This count includes both instructional and support services and a breakdown by service area shows the emphasis in the academic areas, specifically in reading and math.

Services by Subject Area



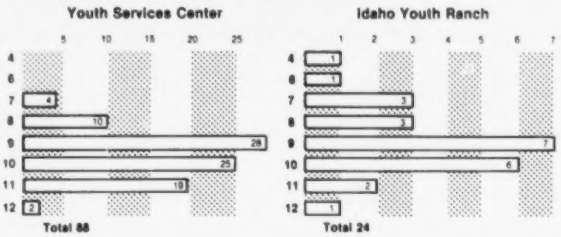
Evaluation Report
Chapter I Neglected or Delinquent
Project Year 1985-86

Chapter I funds are appropriated for grants to state agencies serving institutionalized neglected or delinquent children. The state allocation of federal funds for the project year 1985-86 was $56,135.00.

STUDENTS SERVED

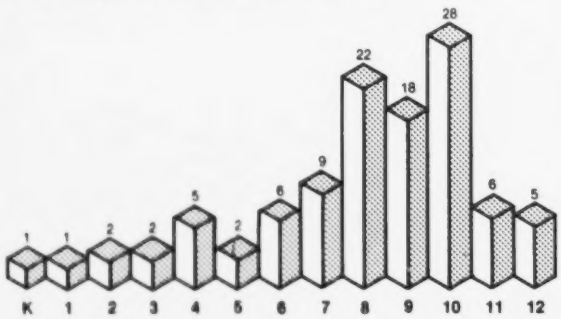
There are two institutions in Idaho which operate school programs and supplement instruction for neglected or delinquent youth with Chapter I funds. The Youth Services Center in St. Anthony operates its own program through direct support. The Idaho Youth Ranch located in the Minidoka School District is funded through the district Chapter I project.

Participants by Grade Level



A number of neglected or delinquent students are also served in school district Chapter I programs. The total unduplicated count of these students in public schools was 107.

Participants by Grade Levels



PROGRAM CHARACTERISTICS

Chapter I instruction is designed to meet the specific needs of those children identified within each institution. Instructional programs are provided in the areas of reading, mathematics, and language arts. The majority of the services are provided in pull-out programs where instruction takes place outside of the regular classroom.

Services by Subject Area

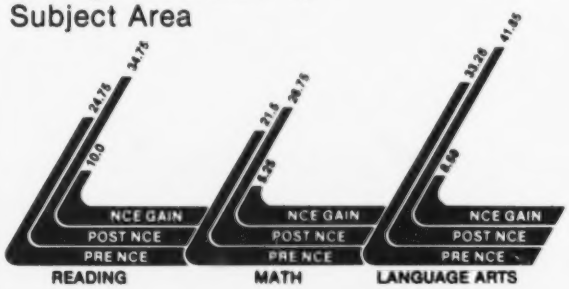
Youth Services Center		Idaho Youth Ranch		School District Programs	
Language Arts	78%	Reading	50%	Reading	53%
Math	22%	Math	50%	Math	45%
				Language Arts	2%

PROGRAM EFFECTIVENESS

Evaluation data is collected on programs offered within the two state institutions. Because the students enrolled are often in the facility for only a short time the percent with both pre- and posttest scores is relatively low. The students who are served in district Chapter I programs are included in the state Chapter I evaluation and are not reported separately.

The number of students by grade level is too low to allow a breakdown of this type on achievement results. Therefore, for students served in the two institutions, summary data is included here by subject area.

Average NCE Gain by Subject Area



Evaluation Report
Chapter I Handicapped P.L. 89-313
Project Year 1985-86

The purpose of this program, established under Public Law 89-313, is to provide financial assistance to state agencies for programs to meet the special educational needs of handicapped children. The state allocation of federal funds for the project year 1985-86 was $169,175.00. Children served may be in state-supported schools or may have entered a local school district program.

STUDENTS SERVED

Three state-operated institutions were funded under this program to provide support and instructional services to children with several types of handicapping conditions: State Hospital South, Blackfoot; State School and Hospital, Nampa; State School for the Deaf and Blind, Gooding. The total unduplicated count of students was 343.

Participants in Institutions

Seven local educational agencies operated programs for handicapped children. Instructional and support services were provided to children with several types of handicapping conditions as shown in the following graph. The total unduplicated count of students was 35.

Participants in School Districts

Mentally Retarded	24
Emotionally Impaired	2
Multi-handicapped	8
Blind	1

PROGRAM CHARACTERISTICS

In both institutional and school district programs, objectives and methods are established for each student. At the completion of the project an evaluation is made of the degree to which each objective was met. It is not possible to provide summary data on these individual objectives and the evaluation of each due to the diversity of program goals.

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Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry I. Evans, State Superintendent of Public Instruction, Len B. Jordan Office Building, Boise, Idaho 83720, (208) 334-3301, or to the Director of Office for Civil Rights, Department of Education, Washington, D.C.